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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: following good grooming practices (maintaining cleanliness and practicing dental hygiene), practicing good health habits (following good nutritional and diet principles and following habits that promote physical fitness), dressing appropriately for the job (selecting appropriate work clothing and keeping clothing in good condition), and exhibiting self-confidence (identifying personal strengths and using positive body language). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. An overview of the Work Maturity Skills training program is also included. Topics covered in the overview include the importance of work maturity skills, the competencies required for work maturity, and the individualized and competency-based approaches to instruction. (MN)

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Work Skills

Work Maturity Skills

Competency 1

Present a Positive Image

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Connections
School and Work Transitions

Work Skills

Competency 1.0
Present a Positive Image

A Module in the Work Maturity Skills Series

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Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

What Are the Competencies Required for Work Maturity?

Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of the seven Work Maturity Competencies are in seven separate modules. This module contains instruction for Competency 1.0: Present a Positive Image.

Look at the outline that follows.

1.0: Present a Positive Image

1.01: Follow Good Grooming Practices

1.01A: Mainain Cleanliness

1.01B: Practice Dental Hygiene

1.02: Practice Good Health Habits

1.02A: Follow Good Nutrition and Diet Principles

1.02B: Follow Habits That Promote Physical Fitness

1.03: Dress Appropriately for the Job

1.03A: Select Appropriate Work Clothing

1.03B: Keep Clothing in Good Condition

1.04: Exhibit Self-Confidence

1.04A: Identify Personal Strengths

1.04B: Use Positive Body Language

Find the competency statement. It is listed by whole number. Example:

1.0: Present a Positive Image

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

1.01: Follow Good Grooming Practices
1.02: Practice Good Health Habits

Each task is broken down into operational units. Operational units are units of work. They are *parts*

of tasks. The operational unit to each task is designated by letter. Example:

1.01A: Maintain Cleanliness
1.01B: Practice Dental Hygiene

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 1.0:	Present Positive Image
Task 1.01:	Follow Good Grooming Practices
Operational Unit 1.01A:	**Maintain Cleanliness**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given information on cleanliness

- the job-related performance expected of you:

  you will be able to identify and follow at least five rules for proper care of body, face, and hair

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Care for body.

And following are the procedures you will follow to do the steps. Example:

a. Discover some rules about body care. Read Information Sheet 1.01A.
b. Talk with another participant. Discuss the reasons for practicing body care.

The information sheets and worksheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit. If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 1.01
Follow Good
Grooming Practices

Competency1.0:	Present a Positive Image
Task 1.01:	Follow Good Grooming Practices
Operational Unit 1.01A:	**Maintain Cleanliness**
Performance Objective:	Given information on cleanliness, you will be able to identify and follow at least five rules for proper care of body, face, and hair to the satisfaction of the instructor.

Step 1. Care for your body.

a. Discover some rules about body care. Read Information Sheet 1.01A.
b. Talk with another student. Discuss the reasons for practicing body care. Begin by discussing the following questions:
   - What do you think when you see a dirty, sloppy-looking person?
   - What is that person telling you?
   - What messages do you want to give your employers and co-workers?
   - How can you give such messages through your appearance?
c. Identify and follow rules of body care. Do Part 1 of Worksheet 1.01A.

Step 2. Care for your face.

a. Find out about facial care products. Find out the purposes for which they are used. Go to your local department store or drug store. Talk with a salesperson in the skin care department. Learn this information.
b. If you are male, ask about shaving lotions and razors. Find the products that will work best on your beard. Find out which after-shave lotion you like.
c. If you are female, find out about makeup. What colors are best for your coloring and skin type?

d. Record the facts you get on Part 2 of Worksheet 1.01A.
e. Practice using the products. Try to achieve the look you want. Ask a friend or family member to comment on your looks. Are they appropriate for work? Why?
f. Identify the rules one should follow in caring for the face. Do Part 3 of Worksheet 1.01A.
g. Write more rules. Look again at Part 3 of the worksheet. Change any rules that are wrong. Make them correct.
h. Follow the five face care rules. Keep a record of your habits for one week. Use Chart A in Part 5 of Worksheet 1.01A.

Step 3. Care for your hair.

a. Read several magazine articles about hair care.
b. Write several rules about each aspect of hair care. Do this on Part 4 of Worksheet 1.01A.
c. Choose hair styles you believe would be flattering to you. Make a poster collage of pictures of these hair styles.
d. Ask your instructor and classmates to comment on the styles you have selected.
e. Practice fixing your hair in one of the styles you selected. Find a style that is flattering to you. Make sure it is easy to keep up.
f. Follow the hair care rules. For one week, keep a record of five ways you care for your hair. Use Chart B in Part 5 of Worksheet 1.01A.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and

evaluation checklist to the instructor. Your instructor will check your answers, observe your appearance, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 1.01A

Bathe or shower at least once a day.
Use a good body or deodorant soap.
Pay attention to ears, feet, and underarm areas.

Men:

- Shave once daily, more if necessary.
- Keep beard and moustache neatly trimmed.

Women:

- Shave legs and underarms once a week or whenever necessary.

Use deodorant or antiperspirant every day.

Use foot powder if necessary.

Keep fingernails and toenails short and neatly trimmed.

Remove all dirt from under fingernails and toenails.

When using nail polish, cover the entire nail area. Make sure that it is smooth and free of nicks or chips.

Competency 1.0:	Present a Positive Image
Task 1.01:	Follow Good Grooming Practices
Operational Unit 1.01B:	**Practice Dental Hygiene**
Performance Objective:	Given information about dental care, you will be able to follow three dental care rules and list three reasons for getting regular dental checkups to the satisfaction of the instructor.

Step 1. Care for your teeth.

a. Read some rules about how to care for your teeth. Find them on Information Sheet 1.01B.
b. Get the tooth care products: toothpaste, toothbrush, and dental floss.
c. At home, practice the steps outlined on the information sheet.
d. If possible, get red disclosure tablets from your dentist or your instructor. Chew one of the tablets after brushing. It will show you the areas you missed when brushing.
e. Get a plaster mold of teeth from your instructor or a dentist. Demonstrate to several students the proper way to brush and floss teeth.
f. Keep a record of your dental care practices for one week. Record them on Part 1 of Worksheet 1.01B.

Step 2. Get regular checkups.

a. Visit the nurse at your local public health agency. Find out about the importance of getting regular dental checkups. Find out how often you should have a checkup.

b. Go to the library and find a book on dental care. Read about the importance of dental checkups.
c. List three reasons for visiting the dentist regularly. Do Part 2 of Worksheet 1.01B.
d. Make an appointment to get a dental checkup as soon as possible. Find out if there is a clinic where you can get this service.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Information Sheet 1.01B

About Teeth

Teeth are meant to last throughout a lifetime. However, to do this, teeth need care. By proper care, you can protect your teeth from disease.

What causes dental disease? A substance called plaque (sounds like *black*). Plaque is a sticky, colorless layer of bacteria. It combines with sugar in the mouth. It turns into acid. This acid eats away the tooth enamel. It causes tooth decay and gum disease.

About Brushing

Brushing removes plaque. The following is one good way to brush teeth:

- Place bristles alongside teeth. Slant brush upward so tips push against the gum line. Move the brush up and down. Scrub gently.
- Brush the surfaces of each tooth. Be sure to angle the bristles toward the gum line. Brush inside and outside surfaces of the tooth.
- To brush the front teeth, tilt the brush. Place it vertically inside the mouth and behind the front teeth. Brush with an up and down motion.

Brush well at least twice every day. Replace your toothbrush often. A worn toothbrush does a poor job of cleaning teeth.

About Flossing

Flossing removes plaque from between teeth. This is how to use dental floss:

- Break off about 15 inches of floss. Wind the ends around the middle finger of each hand.
- Pull the floss tightly. Slide it between two teeth. Pull floss gently toward one tooth. Slide it up to the gum line, then down the tooth. (Use thumbs to help you guide the floss.) Then, pull the floss toward the other tooth. Slide it up and down that tooth.
- Repeat these steps on the rest of your teeth. Follow this process at least once a day.

About Rinsing

Good rinsing is important. And it is necessary! Rinsing removes the loosened plaque and debris from your teeth and gums. Follow every brushing and flossing by rinsing your mouth with water.

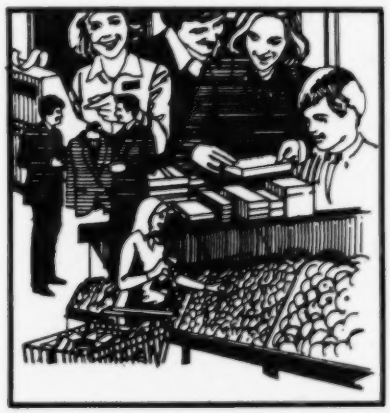
After rinsing, you may use mouthwash. Mouthwash makes your mouth feel good. But it is not necessary.

Task 1.02
Practice Good Health Habits

Competency I.0:	Present a Positive Image
Task 1.02:	Practice Good Health habits
Operational Unit 1.02A:	**Follow Good Nutrition and Diet Principles**
Performance Objective:	Given information about proper nutrition and diet, you will be able to follow good eating habits and keep a record of those habits for one week to the satisfaction of the instructor.

Step 1. Identify foods from each of the food groups.

a. Read about the five food groups. Read Part A of Information Sheet 1.02A.
b. Make a list of foods that fall into the five food groups. List ten foods in each group. Use a blank sheet of paper.



Step 2. Identify the correct number of calories in your diet.

a. Find the low, average, and high weights for your sex and height. (See Part B of Information Sheet 1.02A.) Circle the amount you should weigh.
b. Find the average number of calories you should eat to maintain that weight. Do you exercise regularly? Then you can eat more than someone who doesn't.

Step 3. Discuss your diet and eating habits.

a. List the food you eat during one given day. Ask several classmates to do the same.
b. Find the number of calories you ate. (Ask your instructor for a book of calorie

listings.) Add the calories for each food you ate.

c. Compare the calories you ate with your weight. How do they compare? Do you eat more calories than you should? Do you weigh more than you should?

d. Compare your diet with one of proper nutrition. Share and discuss your food list with other students. Discuss the following questions:
   - What food groups are missing?
   - What foods do you eat more than you should?
   - What foods could you eat in place of junk food?
   - How do your eating habits affect your weight?
   - Decide why your diet is not perfect. Is it becaue of—
     - habit?
     - friends?
     - lack of knowledge?
     - cost?
     - family?

Step 4. Identify ways to improve you diet and eating habits.

a. Identify one way to improve your daily diet. (For example, eat fruit instead of fattening desserts.)

b. Identify one way to improve your daily eating habits. (For example, don't eat snacks between meals.)

Step 5. Eat foods that are nutritious and within your diet.

a. Find reasons why you should eat properly. Read Part C of Information Sheet 1.02A.

b. Set up a plan you can follow for one week. Do Part 1 of Worksheet 1.02A.

c. Follow the plan. Try to eat only the foods you listed on the plan.

d. Record everything you eat. Do Part 2 of Worksheet 1.02A.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 1.02A

Part A

Foods provide us with vitamins and minerals that help us stay healthy. However, no one food contains all the vitamins and minerals we need. In fact, some foods contain few or none of the necessary elements. So, we must choose foods carefully . . . and in the right combination.

The following chart illustrate five food groups. Foods from the first four groups provide us with a balanced diet. We should eat one food from each group at every meal. Foods from the fifth group are empty foods. They are sometimes called "junk" foods. They provide us with calories. However, they have little nutritional value. We should try to eat few of these foods.

1 **Meat/Fish**
2 **Milk Products**
3 **Breads and Cereals**
4 **Fruits and Vegetables**
5 **Junk Foods**

Part B

Table of Desirable Weights

Height without Shoes	Weight without Clothing low	average (pounds)	high	Calories little exercise	moderate exercise
Men					
5 feet 3 inches	118	129	141		
5 feet 4 inches	122	133	145		
5 feet 5 inches	126	137	149		
5 feet 6 inches	130	142	155		
5 feet 7 inches	134	147	161	Multiply	Multiply
5 feet 8 inches	139	151	166	your	your
5 feet 9 inches	143	155	170	"ideal"	"ideal"
5 feet 10 inches	147	159	174	weight	weight
5 feet 11 inches	150	163	178	by 12	by 14
6 feet	155	167	183		
6 feet 1 inch	158	171	188		
6 feet 2 inches	162	175	195		
6 feet 3 inches	165	178	195		
Women					
5 feet	100	109	11		
5 feet 1 inch	104	112	12		
5 feet 2 inches	107	115	125		
5 feet 3 inches	110	118	128		
5 feet 4 inches	113	122	132		
5 feet 5 inches	116	125	135		
5 feet 6 inches	120	129	139		
5 feet 7 inches	123	132	142		
5 feet 8 inches	126	136	146		
5 feet 9 inches	130	140	151		
5 feet 10 inches	133	144	156		
5 feet 11 inches	137	148	161		
6 feet	141	152	166		

NOTE: This table is based upon data on heights and weights of individuals 20 to 30 years old, as obtained by the United States Department of Agriculture. The USDA table assumes that the weight that is desirable in your mid-20s is the best weight for later years, too.

Part C

Diet affects health. It affects how we look, feel, and act. It affects us in our personal lives, our social lives, and our work lives. Following are some symptoms of poor diet. Do you have any of these symptoms? See if following a good diet can help you. Maybe some of these symptoms will lessen, or even disappear.

Symptoms

- fatigue (a tired feeling)
- illness
- obesity (being too fat)
- nervousness
- dulled or slowed reflexes
- poor complexion
- tension
- irribility

Competency 1.0:	Present a Positive Image
Task 1.02:	Practice Good Health Habits
Operational Unit 1.02B:	**Follow Habits That Promote Physical Fitness**
Performance Objective:	Given information about rest, exercise, and the use of alcohol and other drugs, you will be able to set up and follow health rules that promote physical fitness to the satisfaction of the instructor.

Step 1. Get enough rest.

a. Find out how lack of sleep affects you. Do the exercises listed on Part 1 of Worksheet 1.02B.
b. Find out the amount of sleep you get. Keep a record of how many hours you sleep each night for a week. Keep a record of your feelings and abilities on each day. Record on Part 2 of Worksheet 1.02B.
c. Find out the amount of sleep you need. Do Part 3 of Worksheet 2.01B.
d. Try to get the number of hours of sleep you need each night for one week. Find out if you feel better, act better, and do things better when you are well rested.

Step 2. Exercise regularly.

a. Find out why you should exercise. Find out how exercise helps you to do things. Talk with a local YMCA director or a school coach. Ask them about ways in which exercise helps people do good jobs. For example, how does a good exercise program help—
   - an office worker?
   - a construction worker?

- a teacher?
- a student?
- an athlete?
- a retired person?
- a truck driver?
- a model?
- a restaurant worker?

b. Find information on exercise routines or on types of exercise. Look through various magazines or library books.

c. Set up a routine. Find one that you think you could follow for 15-30 minutes each day. Include exercises to build muscle tone and physical stamina—for example, sit-ups, leg lifts, and bicycle riding .

d. Ask your instructor or coach to review your program.

e. Follow your approved program for six weeks. Then, decide if you look and feel better. Chances are you will!

Step 3. Limit use of alcohol and avoid other drugs.

a. Find out how alcohol and other drugs affect the brain. Read Information Sheet 1.02B.

b. Discuss how alcohol or drugs affect a person's ability to work. Do users find it hard to do their tasks? Do other people find it hard to work *for* such people? *With* such people? Why?

c. Find out how alcohol or drug abuse affects all parts of a person's life. Talk to someone at Alcoholics Anonymous. Also, talk to someone at a drug rehabilitation center.

d. Find out how people can deal with dependency. Attend an Alcoholics Anonymous meeting. Visit a treatment center.

e. Limit your own use of alcohol and avoid other drugs. It will make it easier for you to find, get, and keep a job. Seek help if you need it.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Information Sheet 1.02B

Alcohol

Alcohol is a drug. It affects all parts of the body. But, it affects the brain first. This is because alcohol is not digested like food. It is directly absorbed into the bloodstream. The brain has the highest amount of blood. Therefore, that is where most of the alcohol is carried.

The brain has three parts: the cerebrum, the limbic system, and the central core.

Cerebrum

The cerebrum is the largest part of the brain. It is the first layer of the brain to be affected by alcohol. The cerebrum controls the brain functions of—

- associations (learning, memory, reason, and judgment);
- body movement;
- sensory awareness (feelings of touch, cold, and pain); and
- speech, hearing, and vision

Limbic System

This is the next brain layer affected by alcohol. It controls all above functions plus—

- respiration and
- heart rate

Central Core

As the amount of alcohol in the bloodstream increases, it affects this part of the brain. This part controls all above functions plus—

- body temperature

Other Drugs

There are three major kinds of other drugs: depressants, stimulants, and hallucinogens. Most of these drugs have a legal use. They are used for medical reasons. When a drug is used this way, it is being used properly. Otherwise, the use is improper or abusive.

Some of the effects of drugs are described below.

Depressants

Antihistamines, tranquilizers, barbiturates, and opiates are all depressants.

Amount of alcohol*	Areas of brain progressively affected	Functions affected	Effects or symptoms
2 drinks in one hour	association area of cerebrum	reason, judgment	dizziness, less inhibited behavior, overestimation of skills, less sound judgment, slower reaction time
2 to 3 drinks in one hour	most of cerebrum	judgment, reason, senses, motor coordination, vision, speech	slurring of speech, blurring of vision, loss of coordination
4 to 5 drinks in one hour	entire cerebrum	judgment, reason, motor coordination, vision, speech, hearing	double vision, drowsiness, loss of balance, clumsiness
10 to 12 drinks in one hour	limbic system	all above functions plus: respiration, heart rate	deep sleep, coma
more than 12 drinks in one hour	central core	all above functions plus: respiration, heart rate, body temperature	deep coma, death

SOURCE: Ohio Department of Education, *Alcohol and Other Drugs* (Columbus, Ohio: 1980), p. 28.

*As consumed by a 120 pound individual.

- *Antihistamines* cause drowsiness. They can alter perception. They can slow down reflexes. When they are combined with alcohol, circulatory and respiratory collapse can occur.
- *Tranquilizers* can cause effects similar to those of alcohol: slurred speech, loss of motor control, and altered judgment. They are also dangerous when combined with alcohol.
- *Barbiturates* cause effects similar to tranquilizers.
- *Opiates* such as codeine and morphine have medical use. Opium and heroin do not. All these drugs impair judgment and slow reflexes. They produce apathy and stupor.
- *Volatile chemicals* (such as fumes of glue, gasoline, or paint thinner) cause euphoria, intoxication, and possible delirium. This form of drug abuse can damage the brain permanently.

Stimulants
Amphetamines and cocaine increase heart rate, raise blood pressure, increase muscle tension, and constrict blood vessels. They create a false sense of alertness and self-confidence. Caffeine and micotine are more mild stimulants.

Hallucinogens
Hallucinogens such as marijuana, LSD, PCP, DMT, STP and "magic" mushrooms alter visual and auditory perceptions (seeing and hearing). They create false perceptions of reality. They cause slow reflexes and reduced motor coordination.

You can see that drug abuse affects the body. It impairs body functions. How can alcohol and other drugs affect a person's ability to work well?

Task 1.03
Dress Appropriately for the Job

Competency 1.0:	Present a Positive Image
Task 1.03:	Dress Appropriately for the Job
Operational Unit 1.03A:	**Select Appropriate Work Clothing**
Performance Objective:	Given a choice of clothing, you will be able to select clothing that is appropriate for a given job and place of work to the satisfaction of the instructor.

Step 1. Find out the dress requirements.

a. Identify the *job* you have or one you would like to have. Find out if there are any special dress requirements for this job.
b. Find out the dress rules at your *place of work*. Or find out the dress rules at one place you might like to work.
c. List the information on a blank sheet of paper.

Step 2. Identify the kinds of clothes that are right for the work situation and tasks.

a. Find out some guidelines for dress. Read Information Sheet 1.03A.
b. Describe a place you work or would like to work. List on a sheet of paper such things as—
   - the kind of company,
   - the kind of office, and
   - whether or not you see customers.
c. Describe the job tasks. List responsibilities, such as—
   - typing,
   - teaching sports, or
   - operating machinery.

d. Describe any safety factors to consider. List them on a sheet of paper.
e. List some clothing features that are right for the job and place of work.

Step 3. Select the correct size of clothing.

a. Choose slacks and skirts that fit well but are not too tight. Tight-fitting clothes are not appropriate for work.
b. Choose garments with correct chest and waist measurements.
c. Choose the correct sleeve length. Sleeves should end at the wrist, not above or below.
d. Choose the correct skirt length. Skirts or dresses should be no higher than 1" above the knees. They should be no lower than 2" below the knees.
e. Choose the correct pant length. Pants are usually to the tops of shoes.

Step 4. Select appropriate articles of clothing to wear to work. Remember any dress requirements.

a. Select three outfits you could wear to work. List and describe them on your sheet of paper. Describe the style, color, pattern, and fabric of each outfit.
b. Select accessories you would wear with each outfit. List and describe them also. List such things as ties, rings, bracelets, and watches.
c. Discuss your lists with several classmates and your instructor. Discuss the good and bad points of each article of clothing. Consider safety factors. Make changes in your lists if necessary.
d. For one week, come to class dressed for work. Dress for the job you have or want to have. Ask your instructor to approve your attire each day. Ask him or her to tell you if something is not right.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to check your clothing selection, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 1.03A

The kind of clothing you choose depends upon your place of work. See the examples below.

Job	Tasks	Place of Work	Clothes
Secretary	greet customers, type, file	State Capitol Building, Governor's Office	Women: good dresses, or skirts Men: dress slacks, shirts, ties
Secretary	greet truck drivers, type, file	Vulcan Tube and Steel Company	Women: casual skirts and slacks; Men: knit shirts, casual slacks

The kind of clothing you choose also depends on your job and tasks.

Job	Tasks	Place of Work	Clothes
Machinist	operate machinery	Calumet Machinery, Inc.	Uniform: coveralls
Secretary	type, greet customers	Calumet Machinery, Inc.	Women: casual skirts, slacks, dresses, Men: knit shirts, casual slacks
President	meet with customers, supervise staff	Calumet Machinery Inc.	Women: good dresses or suits Men: suits, ties

The kind of clothing you choose must conform to any safety rules.

***Machinists**—Do **not** wear jewelry or clothing that could get caught in the equipment.*

***Gardeners**—Wear gloves to avoid getting poison ivy on your hands.*

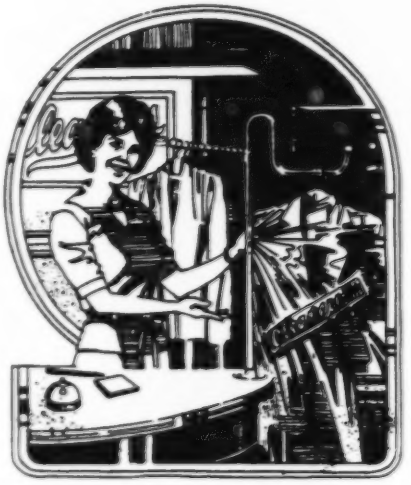
Competency 1.0:	Present a Positive Image
Task 1.03:	Dress Appropriately for the Job
Operational Unit 1.03B:	**Keep Clothing in Good Condition**
Performance Objective:	Given your wardrobe, you will be able to wash, press, and mend the clothes you wear to the satisfaction of the instructor.

Step 1. Clean clothes regularly.

a. Check clothes to find if they need cleaning. Check for soil, stain, and odor. Never wear clothing that is not clean!
b. Treat clothes before laundering to remove any spots or stains. Use a spot remover.
c. Wash clothes according to the directions on the labels.
d. Dry-clean clothes that cannot be laundered.

Step 2. Make sure clothes are free of wrinkles.

a. Fold or hang clothes when they are dry.
b. Iron clothes if necessary to remove wrinkles. If you don't know how to iron, ask a friend or neighbor to teach you.



Step 3. Mend rips or tears.

a. Inspect clothes regularly to find small rips or tears.
b. Bring to class a garment that needs mending.
c. Use a needle and thread to mend. Choose thread that is the same color as the garment.
d. Ask you instructor to help you . . . or to provide help.

Step 4. Replace missing buttons.

a. Check clothing to find if any buttons are missing.
b. Bring to class a garment that is missing a button. Also, bring a button that looks like the other buttons on the garment.
c. Sew on the button with needle and thread.
d. Ask your instructor to check your work.

Step 5. Shorten or lengthen clothes when necessary.

a. See if your clothes are the correct length.
   - Dresses and skirts should be no higher than 1" above the knees. They should be no lower than 2" below the knees. Any length between these points is always stylish. And it is the length most flattering to all women.
   - Pants are usually worn to the tops of shoes.
   - Maybe you wear a uniform. If so, your employer will usually set the length.
b. Make adjustments in the hemline. Take the old hem out. Fold fabric at the new hemline. Ask your instructor to help you . . . or to provide help.
c. Pin the hem in place. Allow about 2" of fabric for the hem.
d. Use needle and thread to sew the hem in place.

Step 6. Care for shoes.

a. Polish or clean shoes regularly.
b. Use shoe horns when putting on shoes.
c. Replace soles of shoes when they wear out. In this way, you can extend the life of your shoes.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask your instructor to check the appearance of your clothing, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 1.04
Exhibit Self-Confidence

Competency 1.0:	Present a Positive Image
Task 1.04:	Exhibit Self-Confidence
Operational Unit 1.04A:	**Identify Personal Strengths**
Performance Objective:	Given personal qualities and traits, you will be able to assess and improve your appearance, interpersonal relationships, and skills to the satisfaction of the instructor.

Step 1. Assess your relationships with others.

a. Think about how you get along with family members, friends, co-workers, supervisors, instructors, and so forth.
b. List the qualities that enable you to get along well with others. Examples:
   I listen well.
   I care about other people.
   I like to help other people.
   I am understanding.
   I try not to judge other people.
   I am pleasant.
c. Make a list of times when relationships are difficult or could be improved. Examples:

   When I have to follow someone else's rules

   When I don't think the other person likes me.

   When I think someone is unfair

   When I think the other person thinks I don't know anything.

Step 2. Assess your skills.

a. Identify your job skills. What are the skills you have been trained to do? Read about

job skills on Part 1 of Worksheet 1.04A. Do the activity.

b. Identify your work maturity skills. These are the skills you are learning now. Read Part 2 of Worksheet 1.04A. Do the activity.

Step 3. List ways you want to improve.

a. Look at your lists. Think of other skills you would like to have. Which ones will help you in your work?
b. List these skills on Part 3 of Worksheet 1.04A.

Step 4. Take steps to improve your weakest traits.

a. Look at your lists about appearance, relationships, and abilities and skills. Read what you wrote. Read about traits or qualities you want to improve or develop.
b. Set a goal. List one thing you can do to improve in each area. Plan how you will do it:

Relationships

Relationships are difficult when I don't think the person likes me.

Thoughts

I will not make judgments about how others feel about me.
I will remember that I like and respect myself.

Actions

I will be friendly and nice to the person.
I will ask the person about his or her feelings about me.

c. Show your plan to your instructor. Ask for advice.
d. Follow through on your plan. Use discipline. And persevere—keep at it!
e. Keep a diary to record your progress toward your goal. Record your feelings about yourself as you progress.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 1.0:	Present a Positive Image
Task 1.04:	Exhibit Self-Confidence
Operational Unit 1.04B:	**Use Positive Body Language**
Performance Objective:	Given class discussions about body language, you will be able to identify and assume good body posture and appropriate facial expressions to the satisfaction of the instructor.

Step 1. Assume good posture.

a. Find out what is meant by good posture. Read Information Sheet 1.04B. Discuss the topic with several students.
b. Find out why good posture is important. Discuss what a person's posture tells about people. What does it tell about the person's abilities? About the person's confidence in those abilities? Do Part 1 of Worksheet 1.04B. It will help in the discussion of body language.
c. Make a list of at least 10 rules to follow to have good posture.
d. Follow the rules. Ask your instructor to watch your posture for one week. Ask him or her to check the rules you are not following each day. Work harder to follow those rules.

Step 2. Use positive facial expressions.

a. Distinguish between positive and negative facial expressions. Do Part 2 of Worksheet 1.04B.
b. List five types of expressions that tell others you are confident about yourself.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to observe your body language, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another competency module. Work until you have completed all seven modules.

Information Sheet 1.04B

Posture refers to the position of the body or body parts. It refers to the *way* you stand, sit, and move.

What is good posture? Very simply, good posture is posture that is good for your body. It allows your body to function at its best—without pain or discomfort.

To achieve good posture, keep your body in the most vertical position you can and yet be comfortable. Practice this position whether standing, stooping, sitting, lifting, or walking. This position distributes your body weight evenly. It does not allow you to be lazy. It makes you use your muscles in the right way. It puts *you* in control of your body.

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